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ABSTRACT

This report examines 1989-90 survey data concerning off-campus coursework offered in Illinois and the Illinois Board of Higher Education's policy directions in the context of the Board's Priorities, Quality, and Productivity initiative. Analysis shows that many institutions do not have a significant presence in many of the community college districts in which they operate, resulting in a limited number of institutions providing most of the available off-campus courses. In addition, a large number of instances were found where two or more institutions were offering off-campus coursework in the same discipline at the same level within a single community college district. Moreover, off-campus institutions were found to be frequently duplicating the offerings of institutions whose home campus is in the community college district. Finally, the report reveals approximately equal amounts of off-campus coursework at the undergraduate and graduate levels. It is recommended that institutions need to address their geographic distribution of off-campus coursework, develop opportunities to consolidate and/or share resources, eliminate duplication of off-campus activities, and make adjustments in their priorities and capacity in off-campus activities by level and field of study. (GLR)

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ED 365 277

Item #4
March 2, 1993

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

## OFF-CAMPUS COURSEWORK IN ILLINOIS HIGHER EDUCATION

In January 1991, the Board of Higher Education received a report, *An Analysis of Off-Campus Coursework Offered in Illinois*, which provided a broad overview of statewide activity in off-campus course delivery. The report was based on a survey of baccalaureate and graduate level institutions, public and private, in-state and out-of-state, offering coursework in Illinois. The survey sought information on the extent of off-campus course offerings between the summer of 1989 and the spring of 1990. This report is based largely upon these same data; that is, data which are three years old and therefore may not in some cases reflect current off-campus activity.

The survey found that the level of off-campus activity in 1989-1990 had risen almost 70 percent since the last survey of such activity was conducted in 1982. As a result of the rapid expansion of off-campus offerings and concerns about duplication of activities across institutions, the Board of Higher Education in January 1991 created the Committee to Study Underserved Areas. The Committee was asked to examine the effectiveness of the Board of Higher Education's policies for the review and approval of requests to operate new off-campus centers and degree programs; the most effective means of delivering programs to underserved areas; the most effective means of ensuring institutional collaboration and coordination in planning and delivery of programs to underserved areas; and models for financing programs in underserved areas.

In its January 1992 report *Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities*, the Committee defined broad policy objectives for expanding educational opportunities in Illinois. The Committee also forwarded specific recommendations regarding the establishment of consortia of higher education institutions to support planning, priority-setting and cooperative efforts on a regional basis, new policies for the approval of off-campus activities, policy directions to improve the cost-effectiveness and quality of off-campus programs, and the establishment of telecommunications-based instructional delivery systems.

The purpose of this report is to reexamine the 1989-1990 survey data and the Board of Higher Education's policy directions in the context of the Board's Priorities, Quality, and Productivity (P•Q•P) initiative. This is done by (1) examining the geographical distribution of off-campus enrollments in a geographic mission context; (2) examining the numbers of different institutions serving community college districts to suggest areas where offerings might be consolidated and where resources might be shared to improve quality and cost-effectiveness at off-campus sites; (3) analyzing the off-campus offerings of multiple campuses within the same community college district to identify potential areas of unnecessary duplication of offerings; and (4) analyzing the distribution of off-campus offerings by discipline and level to suggest where capacity adjustments may be needed based upon statewide priorities.

No P•Q•P recommendations are made in this report. Rather, the report is presented to provide institutions, both public and private, as well as regional consortia, a basis for examining the priority, quality, and productivity of their off-campus activities.

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## Geographic Distribution of Off-Campus Coursework

Table 1 shows the number of community college districts in which baccalaureate institutions were providing off-campus courses and the number of districts in which the institutions offered coursework which served less than ten percent of the total off-campus course enrollees in the district. For example, Chicago State University was offering coursework in seven community college districts, but in six of these districts, the University served less than ten percent of the students enrolled in off-campus courses. It is apparent from this table that many institutions do not have a significant presence in many of the community college districts in which they operate. In some cases, this may be justified because the institution may have a regional or even statewide mission in a field of study. In other cases, a wide geographical distribution of coursework may indicate a need to better focus off-campus priorities. Institutions need to examine the geographic distribution of their off-campus activities and, when indicated by a more in-depth examination of institutional data, bring more focus to their geographic priorities.

## Opportunities to Consolidate and/or Share Resources

Table 2 presents the number of baccalaureate institutions offering off-campus coursework in each Illinois community college district, the number of courses offered, the number of course enrollees, and, for each district, the number of institutions which offered less than ten percent of the total off-campus activity in the district. In most cases, the majority of off-campus coursework in a community college district is provided by a limited number of institutions. For example, Black Hawk College district is served by 11 institutions offering off-campus courses. However, only one of these institutions served more than ten percent of the total off-campus course enrollees in the district. Again, institutions should reexamine their geographic missions in areas in which they have few enrollments and question whether these courses can be delivered in a high quality and cost-effective manner. Institutions that can justify offering off-campus courses with low enrollments should determine whether the cost-effectiveness could be improved by sharing academic support resources with other colleges and universities.

Also, Table 2 shows that many community college districts are served by a small number of baccalaureate institutions. Eighteen of the 40 community college districts were served by five or fewer baccalaureate institutions. Generally, these 18 districts were in rural areas of the state with low population densities. Chicago, the collar counties, and other metropolitan areas were served by greater numbers of baccalaureate institutions. Baccalaureate institutions should examine ways in which they can expand opportunities in sparsely populated areas through the use of telecommunications-based instructional systems and by sharing resources to improve the quality and cost-effectiveness of services offered.

## Potential Duplication of Off-Campus Activities

Although it is difficult to summarize in a table, there are a large number of instances where two or more institutions are offering off-campus coursework in the same discipline at the same level within a community college district. Moreover, off-campus institutions frequently duplicate the offerings of institutions whose home campus is in the community college district. Institutions should examine the amount of duplication that exists in community college districts where they offer coursework and eliminate unnecessary duplication, particularly in districts where they do not play a primary role as an off-campus provider, and in disciplines which are not central to their on-campus mission. Detailed data from the 1990 survey can be made available to colleges and universities that wish to examine the role of other institutions in districts they serve.

## Priorities and Statewide Capacity Adjustments

Table 3 shows that there is almost an equal amount of off-campus coursework at the undergraduate and graduate levels. At the undergraduate level coursework is more broadly distributed with business and education serving approximately 25 percent of the off-campus undergraduate students. At the graduate level, however, business and education accounted for approximately 75 percent of enrollments. In many areas off-campus course offerings accounted for less than one percent of the off-campus graduate coursework offered. Institutions should examine the relative priorities they assign to the delivery of off-campus programs by both level and discipline in the context of their overall mission and their assessment of broader regional and statewide needs. For example, institutions should look at the amount of coursework within disciplines and by level which is provided on-campus versus off-campus and thereby examine the centrality of the off-campus offerings in relation to the mission and focus of the institution.

## Summary

The aggregate data presented in this report and the more detailed data that can be analyzed at the institutional and community college district level raise important questions about focusing priorities, and improving quality and productivity of off-campus activities. Institutions need to address the following questions and reflect their conclusions and decisions in future Productivity Reports.

- Geographic Distribution of Off-Campus Coursework: In which geographic areas does the institution have a central role? In which geographic areas should the institution phase out its off-campus activities in order to reallocate resources to its primary service areas?

- Opportunities to Consolidate and/or Share Resources: What are the opportunities for working cooperatively with other institutions also serving the geographical area to avoid duplication of services and strengthen academic support services? How can the institution better coordinate activities and more cost-effectively deliver coursework in the geographic areas which it serves? How can telecommunications technologies be employed to better serve needs at remote sites?

- Potential Duplication of Off-Campus Activities: What are the programmatic priorities for the institution's off-campus contributions? What steps need to be taken in cooperation with other institutions and regional consortia to eliminate unnecessary duplication of off-campus activities?

- Priorities and Capacity Adjustments: What adjustments should the institution make in off-campus coursework by level and field of study to maximize its contributions to addressing needs and priorities from a statewide or regional perspective? What adjustments should be made in the relative amount of coursework delivered on- and off-campus and the number of districts and sites within districts which the institution serves?

Institutions and regional consortia should examine these questions utilizing current campus-specific data and reach conclusions relative to the priority, quality, and productivity of their off-campus contributions. Although the data used in this report are dated, they provide insights into the extent of off-campus offerings across the state and in specific community college districts. Based on analyses of the above questions and issues, institutions should reflect their conclusions and decisions in their future Productivity Reports.

The Board of Higher Education staff will further examine the above questions and the conclusions of colleges, universities, and regional consortia and present recommendations to the Board of Higher Education in future statewide productivity reports.

Table 1

OFF-CAMPUS COURSES AND ENROLLMENTS BY ILLINOIS PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COMMUNITY COLLEGE DISTRICT

| Institution | Number of Community College Districts Served | Courses | Enrollment | Number of Districts With Less Than Ten Percent of Total Enrollment |
|---|---|---|---|---|
| **Public Universities** | | | | |
| Chicago State University | 7 | 195 | 3,378 | 6 |
| Eastern Illinois University | 8 | 217 | 3,584 | 4 |
| Governors State University | 14 | 336 | 4,319 | 11 |
| Northeastern Illinois University | 6 | 68 | 580 | 3 |
| Western Illinois University | 14 | 402 | 6,710 | 13 |
| Illinois State University | 16 | 258 | 4,867 | 14 |
| Northern Illinois University | 25 | 788 | 11,241 | 22 |
| Sangamon State University | 4 | 135 | 2,356 | 2 |
| S I U - Carbondale | 16 | 166 | 4,385 | 12 |
| S I U - Edwardsville | 9 | 123 | 1,108 | 4 |
| U of I - Chicago | 11 | 196 | 2,517 | 8 |
| U of I - Urbana/Champaign | 21 | 178 | 2,600 | 19 |
| **Private Institutions** | | | | |
| Aurora University | 4 | 186 | 2,004 | 1 |
| Barat College | 1 | 8 | 47 | 0 |
| Bradley University | 4 | 42 | 247 | 2 |
| College of St. Francis | 18 | 159 | 3,039 | 15 |
| Columbia College Chicago | 2 | 61 | 908 | 0 |
| Concordia University | 7 | 18 | 284 | 4 |
| DePaul University | 3 | 496 | 10,884 | 0 |
| Elmhurst College | 4 | 59 | 910 | 2 |
| Eureka College | 2 | 3 | 46 | 0 |
| Illinois Benedictine College | 3 | 23 | 162 | 1 |
| Illinois Institute of Technology | 10 | 902 | 4,307 | 7 |
| Judson College | 1 | 2 | 15 | 0 |
| KAES College | 1 | 11 | 150 | 0 |
| Lewis University | 7 | 294 | 2,264 | 3 |
| Loyola University of Chicago | 6 | 63 | 686 | 4 |
| MacMurray College | 3 | 445 | 7,119 | 1 |
| McKendree College | 4 | 110 | 1,239 | 3 |
| Millikin University | 1 | 2 | 24 | 0 |
| Montay College | 2 | 16 | 286 | 1 |
| Mundelein College | 7 | 13 | 89 | 3 |
| National-Louis University | 22 | 1,127 | 14,697 | 18 |
| North Central College | 2 | 45 | 460 | 0 |
| Northwestern University | 1 | 5 | 44 | 0 |
| Olivet Nazarene University | 1 | 13 | 216 | 0 |
| Roosevelt University | 12 | 776 | 12,758 | 11 |
| Rosary College | 2 | 15 | 256 | 0 |
| St Augustine College | 2 | 204 | 3,541 | 0 |
| St Xavier University | 16 | 243 | 6,174 | 14 |

Table 1 (continued)

## OFF-CAMPUS COURSES AND ENROLLMENTS BY ILLINOIS PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COMMUNITY COLLEGE DISTRICT

| Institution | Number of Community College Districts Served | Courses | Enrollment | Number of Districts With Less Than Ten Percent of Total Enrollment |
|---|---|---|---|---|
| Springfield College in Illinois | 1 | 1 | 10 | 0 |
| Trinity College | 1 | 2 | 250 | 0 |
| Chicagoland Amer. Inst. Banking | 9 | 87 | 1,356 | 6 |
| McCormick Theological Seminary | 1 | 5 | 92 | 0 |
| Mennonite College of Nursing | 1 | 3 | 15 | 0 |
| Robert Morris College | 1 | 1 | 55 | 0 |
| Keller Graduate School of Mgmt. | 4 | 223 | 3,791 | 1 |
| Cntr/Innovation in Education(Ca) | 11 | 20 | 857 | 8 |
| Chapman College (Ca) | 1 | 71 | 340 | 0 |
| Florida Institute of Technology | 1 | 12 | 86 | 0 |
| George Peabody College (Tn) | 1 | 4 | 83 | 0 |
| Iowa State University | 1 | 2 | 24 | 0 |
| Loma Linda University (Ca) | 1 | 3 | 53 | 0 |
| Loyola Univ. of New Orleans (La) | 5 | 30 | 130 | 0 |
| Marycrest College (Ia) | 1 | 6 | 34 | 0 |
| Nova University (Fl) | 1 | 5 | 40 | 0 |
| University of Iowa | 1 | 35 | 506 | 0 |
| Webster University (Mo) | 2 | 189 | 2,300 | 0 |

Table 2

## OFF-CAMPUS COURSES AND ENROLLMENTS IN ILLINOIS COMMUNITY COLLEGE DISTRICTS BY PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS

| Districts | Number of Institutions Offering Coursework In The District | Courses | Enrollments | Number of Institutions Offering Less Than Ten Percent of Total District Enrollment |
|---|---|---|---|---|
| Belleville | 8 | 267 | 4,117 | 5 |
| Black Hawk | 11 | 388 | 6,639 | 10 |
| Chicago | 30 | 1,180 | 16,459 | 28 |
| Danville | 1 | 51 | 804 | 0 |
| DuPage | 23 | 1,212 | 14,434 | 20 |
| Elgin | 15 | 141 | 1,437 | 12 |
| Harper | 19 | 1,546 | 22,299 | 16 |
| Heartland | 6 | 450 | 7,884 | 4 |
| Highland | 2 | 12 | 114 | 0 |
| Illinois Central | 12 | 268 | 4,733 | 9 |
| Illinois Eastern | 3 | 47 | 613 | 1 |
| Illinois Valley | 8 | 36 | 441 | 5 |
| John Wood | 3 | 23 | 219 | 1 |
| Joliet | 10 | 218 | 2,578 | 5 |
| Kankakee | 3 | 36 | 309 | 0 |
| Kaskaskia | 6 | 42 | 541 | 1 |
| Kishwaukee | 4 | 127 | 1,548 | 2 |
| Lake County | 19 | 612 | 7,442 | 15 |
| Lake Land | 5 | 20 | 150 | 1 |
| Lewis & Clark | 5 | 27 | 266 | 2 |
| Lincoln Land | 15 | 197 | 3,125 | 14 |
| Logan | 2 | 15 | 248 | 0 |
| McHenry | 12 | 107 | 1,714 | 9 |
| Moraine Valley | 16 | 361 | 4,231 | 14 |
| Morton | 3 | 10 | 32 | 0 |
| Oakton | 18 | 423 | 7,757 | 16 |
| Parkland | 9 | 136 | 2,420 | 7 |
| Prairie State | 6 | 96 | 1,400 | 4 |
| Rend Lake | 4 | 76 | 1,026 | 1 |
| Richland | 8 | 85 | 1,243 | 4 |
| Rock Valley | 12 | 123 | 2,306 | 9 |
| Sandburg | 3 | 29 | 591 | 1 |
| Sauk Valley | 4 | 38 | 723 | 2 |
| Shawnee | 2 | 28 | 528 | 1 |
| South Suburban | 7 | 126 | 1,743 | 3 |
| Southeastern | 1 | 5 | 63 | 0 |
| Spoon River | 2 | 19 | 155 | 1 |
| State Community College | 1 | 11 | 45 | 0 |
| Statewide | 1 | 46 | 188 | 0 |
| Triton | 14 | 280 | 5,754 | 13 |
| Waubonsee | 10 | 188 | 2,204 | 6 |

Table 3

DISTRIBUTION OF ENROLLMENTS IN OFF-CAMPUS COURSES
BY DISCIPLINE

| | Undergraduate | | Graduate | |
|---|---|---|---|---|
| Discipline | Enrollments | Percent of Total | Enrollments | Percent of Total |
| Accounting | 2,188 | 3.5 % | 702 | 1.0 % |
| Agiculture | 383 | 0.6 | 439 | 0.6 |
| Architecture | 0 | -0- | 18 | -0- |
| Basic Skills | 80 | 0.1 | 0 | -0- |
| Business | 8,209 | 13.1 | 15,523 | 22.9 |
| Communication | 511 | 0.8 | 63 | 0.1 |
| Computer Science | 3,333 | 5.3 | 1,527 | 2.3 |
| Education | 7,780 | 12.4 | 34,779 | 51.3 |
| Electrical Engineering | 607 | 1.0 | 720 | 1.1 |
| Engineering | 397 | 0.6 | 410 | 0.6 |
| Engineering Technology | 819 | 1.3 | 164 | 0.2 |
| Health | 1,037 | 1.7 | 2,079 | 3.1 |
| Foreign Language | 342 | 0.5 | 0 | -0- |
| Home Economics | 660 | 1.1 | 286 | 0.4 |
| Industrial Arts | 900 | 1.4 | 26 | -0- |
| Interpersonal Skills | 298 | 0.5 | 3 | -0- |
| Law | 141 | 0.2 | 289 | 0.4 |
| Letters | 4,498 | 7.2 | 522 | 0.8 |
| Liberal/General Studies | 1,423 | 2.3 | 0 | -0- |
| Library Science | 95 | 0.2 | 566 | 0.8 |
| Life Sciences | 320 | 0.5 | 379 | 0.6 |
| Mathematics | 3,314 | 5.3 | 1,024 | 1.5 |
| Multi/Interdiscipline | 4,545 | 7.2 | 377 | 0.6 |
| Nursing | 2,870 | 4.6 | 557 | 0.8 |
| Other | 248 | 0.4 | 154 | 0.2 |
| Philosophy | 1,487 | 2.4 | 78 | 0.1 |
| Physical Sciences | 712 | 1.1 | 221 | 0.3 |
| Protective Sciences | 1,964 | 3.1 | 494 | 0.7 |
| Psychology | 2,813 | 4.5 | 3,359 | 5.0 |
| Public Affairs | 445 | 0.7 | 713 | 1.1 |
| Social Sciences | 5,443 | 8.7 | 808 | 1.2 |
| Social Work | 326 | 0.5 | 828 | 1.2 |
| Theology | 340 | 0.5 | 347 | 0.5 |
| Trades | 2,720 | 4.3 | 36 | 0.1 |
| Visual/Performing Arts | 1,502 | 2.4 | 282 | 0.4 |
| Total | 62,750 | 100.0 % | 67,773 | 100.0 % |